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ABSTRACT

Over the past 10 years, there has been an increasing demand for educational institutions to demonstrate greater accountability for students' learning. Those working in post-secondary institutions initially felt that this did not apply to them, but, with the public perception of elementary, secondary, and postsecondary education as one system, there emerged a new interest among colleges and universities in accountability efforts. Now, in the eighth year of the assessment movement, over 40 states have educational mandates for measuring institutional effectiveness; all six accrediting regions have incorporated assessment of student learning as a condition for accreditation; and in a 1991 survey, 90% of responding colleges reported that they are doing something in the area of assessment. While some exemplary assessment practices can be identified, the majority of institutions are making "minimalist" efforts. There are three major difficulties in implementing accountability efforts at the state level: the inability of institutions to produce evidence of effective performance, uneven institutional responses, and poor communication. However, one group of colleges has developed an action plan. A task force of practitioners and researchers are developing a model of effectiveness for two-year colleges, and have identified the following core effectiveness indicators: career preparation, transfer preparation, developmental education, general education, customized education, community development, and student progress. Twenty-six transparency masters are included. (PAA)

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INSTITUTIONAL EFFECTIVENESS - A MATURING MOVEMENT

WHERE DO WE GO FROM HERE?

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Presentation to

Community College Consortium
Fifth Summer Institute
Madison, Wisconsin
June 21, 1993

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INSTITUTIONAL EFFECTIVENESS - A MATURING MOVEMENT
WHERE DO WE GO FROM HERE?

Presentation to
Community College Consortium Fifth Summer Institute
Madison, Wisconsin
June 20, 1993

Good morning to my community college colleagues from around the United States and Canada who are participants in and contributors toward the institutional effectiveness movement that has the potential to not only transform the public perception of higher education, but to also significantly enhance the teaching and learning processes of our colleges.

As we celebrate the approaching 10th anniversary of A Nation at Risk, we reflect on a decade of unanticipated change in the relationship between the general public and the nation's educational institutions.

In the early 1980s, Secretary of Education, Terrell Bell, used this research report to call our nation to arms against the "rising tide of mediocrity" that the report said was engulfing our public schools. We in higher education, if we paid attention at all, looked on with amused interest assuming this debate had nothing to do with us. Very quickly, the public dropped any separation between K-12 and higher education and looked at us as one system. Consequently over the past ten years, there has been an increasing interest and, in some cases, demand of educational institutions to demonstrate greater accountability for what and how much our students are learning.

How many of us had we all been together at an educational conference in 1983, would have predicted that we would be in attendance at the Fifth Annual Summer Institute on Institutional Effectiveness and Student Success.

For most of us, the phrase "institutional effectiveness" was not in our vocabularies. Dick Alfred and I reminisced at breakfast about our introduction to the term. Dick recalls references out of NCHEMS in 1983-84. I was exposed to institutional effectiveness with the Southern Association of Colleges and Schools in 1984.

Ten years later we are overwhelmed with the opportunities to demonstrate institutional effectiveness and accountability.

We, who are members of the National Consortium, should feel a sense of pride and accomplishment about the role the Consortium has played in creating awareness and developing assessment skills in community college of America. Students of institutional effectiveness readily admit that community colleges are light years ahead of senior colleges.

Our Terrell Bell - Paul Kreider - deserves our praise for his pioneering efforts.

In the context of the events of the past ten years, let me use the opening session of the conference to explore with you the topic:

TRANSPARENCY

Institutional Effectiveness - A Maturing Movement

Where Do We Go From Here?

To answer the larger question, I will pose three additional questions and allow them to serve as an outline for my remarks.

TRANSPARENCY

- **Why did we begin this journey in the first place?**
- **Where are we in the institutional effectiveness movement in 1993?**
- **Where do we go from here?**

Let me begin with a definition of terms. I will use three words interchangeably but they are not synonymous.

TRANSPARENCY * **Accountability**

TRANSPARENCY * **Institutional Effectiveness**

TRANSPARENCY * **Assessment**

TRANSPARENCY * **WHY**

TRANSPARENCY * **Apple - Reputation vs Reality**

TRANSPARENCY * **WHY?**

. Past Neglect of accountability
. Political Initiatives
. Accrediting agencies
. Better teaching and learning
. Opportunity to communicate effectiveness of community colleges

I. Why did we begin this journey in the first place?

I would like to observe that we began this journey because it was the right thing to do but an honest interpretation of history suggests that we responded to external forces.

Since mid 1970 there has been unprecedented interest in education by elected officials, state agencies, the media and the public. The academic

achievement of our students has not compared well to their counterparts in other nations. Costs of higher education and charges to students have escalated while achievement levels have plateaued or declined. We are unable to demonstrate to business and governmental leaders a strong and obvious correlation between investment and return. The focus on the effectiveness of education has been intensified by the economic crisis of the past four years.

Initially the focus was on K-12 public education. In the mid 1980s attention turned to higher education. We assumed that the accountability movement did not apply to higher education. Since we have the "premier higher education system in world", we concluded that reform is not needed.

TRANSPARENCY * **Assessment and higher education/Ted Marchese**

TRANSPARENCY * **American higher education/Arthur Levine**

TRANSPARENCY * **Education Summit at Univ. of Virginia/Kean**

TRANSPARENCY * **Trust/Unnamed Governor**

TRANSPARENCY * **That higher education/dire financial condition/Atwell**

TRANSPARENCY * **Trends in State Assessment/Ewell**

II. Where are we now?

TRANSPARENCY * **Where are we?**

- Over 40 states have educational mandates.
- All six regional have incorporated assessment of student learning as a condition of accreditation.
- Increasing campus involvement with assessment
  - In all 1988, Campus Trends Survey by Ealine El-Kawas, 55% of institutions responding reported assessment activities underway.
  - In a 1991 survey by Reid Johnson and Jim Nichols, 90% of colleges reported that they are doing something.
- We are facing the most significant fiscal crisis in the history of higher education. Bob Atwell of ACE viewed the problem as long term "I don't think things will get better until sometime after the year 2010."
- States are facing fiscal crises. Higher Education share of state funding is declining. Competition for reduced revenues between public education and higher education is increasing.
- Assessment is becoming a matter of state policy.

III. Where do we go from here?

We are now in the eighth year of this process. Two-thirds (2/3) of our colleges and universities have reaffirmed their accreditation under the Criteria. Reports from the field suggest that while some exemplary practices can be identified, the majority of institutions are making a "minimalist" response.

Some argue that the institutional effectiveness "thing" has run its course

and we can go back to business as usual or move on to the next management "fad". In fact, the most popular sessions at last year's annual meeting were forums on Total Quality Management, which is viewed by some as a replacement for institutional effectiveness.

An official in a state with legislation mandating assessment expressed concern about the lack of commitment of presidents to the institutions response. He cited one president who had directed his institutional research staff, "Forget about assessment - the new thing is Total Quality Management (TQM)". A state university president and CAO sharply curtailed assessment activities after their SACS visit and first round of state-mandated institutional effectiveness reports saying "Now that's over, time to move assessment to the backburner." Those attitudes do not reflect the spirit of the Criteria for Accreditation or the intent of legislative mandates for accountability.

- We are faced with three major difficulties.

TRANSPARENCY * **by Peter Ewell 'Three Difficulties in State Assessment"**

- We are at a fork in the road.

TRANSPARENCY * **by Kay McClenney - "Fork in the Road"**

TRANSPARENCY * **by Education Commission of the States - "Assessment Movement"**

- One group of colleges has developed an action plan.

TRANSPARENCY * A task force of practitioners and researchers are developing a model of effectiveness for two-year colleges.

TRANSPARENCY * Core indicators have been identified:

1. Career Preparation
   -Placement rate in workforce
   -Employer assessment of students

2. Transfer Preparation
   -Number and rate who transfer
   -Performance after transfer

3. Developmental Education
   -Success in subsequent related courses

4. General Education
   -Demonstration of critical literacy
   -Demonstration of citizenship skills

5. Customized Education
   -Client assessment of programs and services

6. Community Development
   -Assessment of responsiveness to community needs
   -Participation rate in service area

7. Student Progress
   -Student goal attainment
   -Persistence (Fall to Fall)
   -Program completion rate

TRANSPARENCY * Quote by Derek Bok

TRANSPARENCY * Quote by Lee Iacocca

INSTITUTIONAL EFFECTIVENESS - A MATURING MOVEMENT

WHERE DO WE GO FROM HERE?

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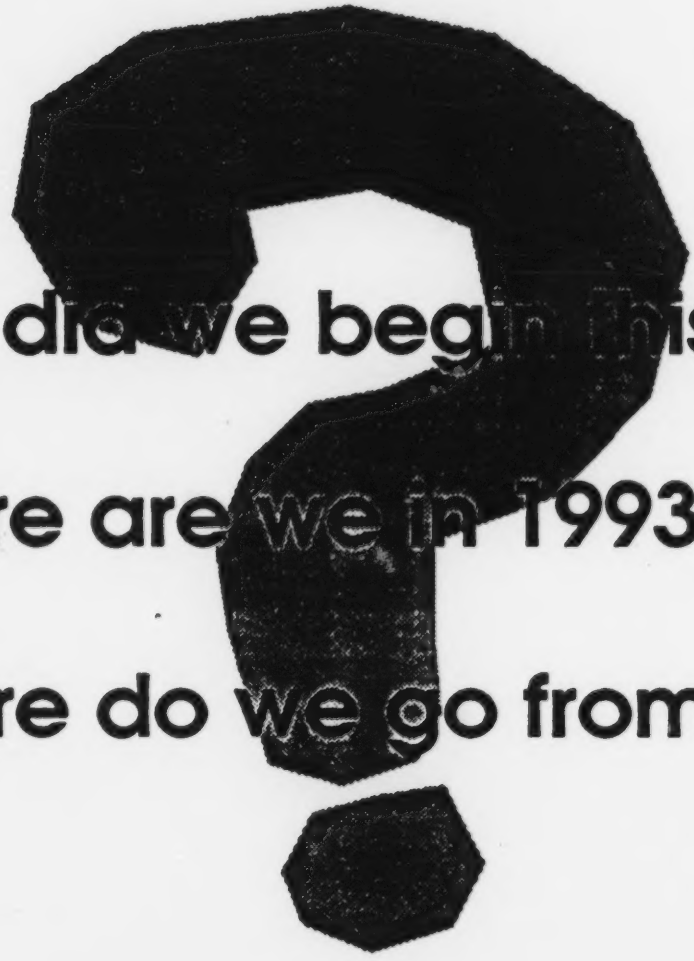
INSTITUTIONAL EFFECTIVENESS

A MATURING MOVEMENT

WHERE DO WE GO FROM HERE?



- Why did we begin this journey?
- Where are we in 1993?
- Where do we go from here?

ACCOUNTABILITY

Being responsible for what you do. Accountability relates to external relationships and deals with the responsibility of college leaders to demonstrate to their various publics the cost effective implementation of the college's mission.

INSTITUTIONAL EFFECTIVENESS

An internal process of planning and evaluation intended to assure that the performance of the college matches its purpose.

ASSESSMENT

A process of measuring the degree to which the college is meeting its performance standards - especially in the area of student learning.

why

EDUCATION

Reputation vs. Reality

WHY ?

- Past neglect of accountability
- Political initiatives
- Accrediting agencies
- Better teaching and learning
- Opportunity to communicate effectiveness of community colleges

ASSESSMENT & HIGHER EDUCATION

Most people in higher education assume the education reform movement does not apply to them. But here's the punchline: the people who've come to these views carry no particular distinction in their mind between elementary, secondary and higher education . . . indeed to policy makers "it's all one system" and education is education.

Let's ask ourselves the good, hard, necessary questions about standards -- before the public parties turn to us with impatient ones (questions).

Ted Marchese
"Standards and Us"
Change
November/December 1991

American higher education is facing more than a poor economy - it is undergoing a test of public trust. All our publics are asking hard questions about cost, pricing, productivity, access, outcomes, and effectiveness of college... Reduced support is one way in which the public is expressing its dissatisfaction - and our response to date supports their greatest fears.

Arthur Levine
Change
July/August 1992

There is a good deal of feeling among governors that higher education is not accountable - that what is driving it is not accountability, either academic or fiscal.

Governor Thomas H. Kean
New Jersey
President-elect Drew University

You've got to give something to get something. The era of saying put the money on the stump and trust me is over! Higher education must swap assessment for funding.

Unnamed Governor
Education Commission of the States
Denver, Colorado

That higher education is in its most dire financial condition since World War II is almost unarguable. Two-thirds of the states have revenue shortfalls, and the total state appropriations for higher education actually declined in 1991.... I do not think things will get better until sometime after the year 2010.

Dr. Robert H. Atwell
President of ACE
For Consideration

TRENDS IN STATE ASSESSMENT

Hard economic times have revitalized the interest of state leaders in accountability of higher education.

1. **Assessment can no longer be a stand alone activity unrelated to decision making. Must become a mainline activity.**

2. **State leaders are viewing higher education as a "public utility" providing needed services to citizens.**

3. **State leaders see higher education as a strategic investment and documentation of return on investment.**

4. **State leaders, like business, prefer a decentralized, institution-owned assessment program.**

Peter T. Ewell
"Back to the Future"
Change
November/December 1991

WHERE ARE WE ?

WHERE ARE WE?

- **40 + states have mandates**
- **Six regional accrediting agencies emphasize student assessment**
- **Increasing campus involvement with assessment**
- **Confronting a financial "crisis"**
- **Education viewed as strategic investment**

WHERE DO
WE GO
FROM
HERE?

THREE DIFFICULTIES IN STATE ASSESSMENT POLICY

1. Closure - inability of local institutional assessment activity to produce summary evidence that higher education is doing a good job.

2. Uneven institutional response - a few colleges are taking assessment seriously - the remainder are doing the minimum.

3. Communication - inability of state leaders and college leaders to effectively see each other's problems.

Peter T. Ewell
"Back to the Future"
Change
November/December 1991

FORK IN THE ROAD

Down one path, increasing frustration with higher education can lead public policy makers toward greater prescription and intrusion; down the other, decentralized management and positive incentives are taken as the key to lasting improvement.

Kay McClenney
"Reclaiming the Public Trust"
AAHE Bulletin
September 1991

The assessment movement is at a crossroads. Although officials at college after college are talking and thinking about assessment, such conversations are not enough. What is needed is a renewed commitment to asking the right questions, insisting on answers and pressing for action.

Assessing College Outcomes:
What State Leaders Need to Know
Education Commission of the States

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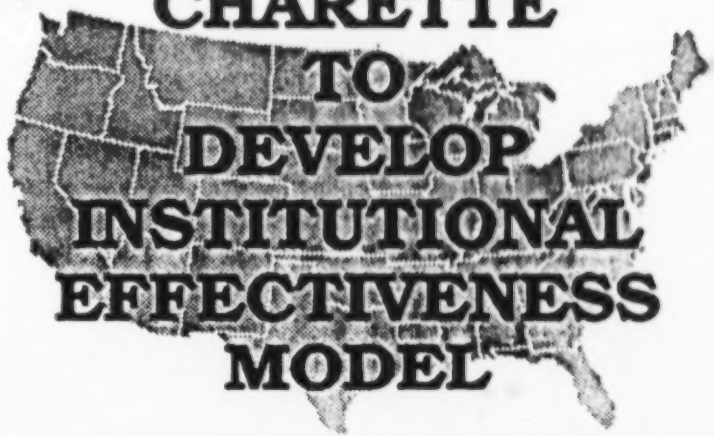
PARTICIPANTS IN CHARETTE TO DEVELOP INSTITUTIONAL EFFECTIVENESS MODEL



Denver, Colorado
December 9, 1992

Paul Kreider
President
Mt. Hood Community College
Gresham, Oregon

Ted Marchese
Vice President
American Association for
Higher Education
Washington, D.C.

Nancy Armes LeCroy
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Vice President
Education Commission of the States
Denver, Colorado

CORE INDICATORS OF EFFECTIVENESS

1. Career Preparation
   - Placement rate in workforce
   - Employer assessment of students

2. Transfer Preparation
   - Number and rate who transfer
   - Performance after transfer

3. Developmental Education
   - Success in subsequent related courses

4. General Education
   - Demonstration of critical literacy
   - Demonstration of citizenship skills

CORE INDICATORS OF EFFECTIVENESS

5. Customized Education
   - Client assessment of programs and services

6. Community Development
   - Assessment of responsiveness to community needs
   - Participation rate in service area

7. Student Progress
   - Student goal attainment
   - Persistence (Fall to Fall)
   - Program completion rate

"Curiously, universities are very eager to do research on every institution in society except themselves. We know a lot about how smart our students are when they arrive, but we know very little about how much they learned by the time they finally leave. Because we do not investigate how well we teach or how much our students learn, we do not have any process of enlightened trial and error by which to improve our instruction...So I think we have a problem. Until we convince the public, by our actions, that we indeed make education a top priority - that we are committed to the highest quality of undergraduate education - we will continue to be vulnerable to attacks on our curricula, our faculty, our tuitions, and on all the different issues for which we have been taking punishment the last few years"

Derek Bok
President Emeritus
Harvard University
***Change* 24:13-19**

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Lead, follow or get out of the way!

Lee Iacocca

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